DOCUMENT RESUME

ED 244 270 CS 208 296

TITLE	Curriculum Study: Language Arts, English K-12. A Report from the Language Arts/English K-12 Curriculum Study Committee to the North Carolina State Board of Education.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	84
NOTE	81p.
PUB TYPE	Reports - Research/Technical (143) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Classroom Techniques; Curriculum Development; *Curriculum Evaluation; *Curriculum Research; Educational Research; Elementary Secondary Education; *English Curriculum; English Instruction; *Language Arts; Resource Materials; Staff Development; Teaching Methods; Testing
IDENTIFIERS	North Carolina

ABSTRACT

Based on research findings, public hearings, reports submitted by individuals and professional organizations, as well as on the training and experiences of the study committee, this report contains the findings and recommendations from a study of the English language arts programs in the North Carolina public schools. The first section of the report is an abridged version of the study, stating purpose, status, background and areas of study, and a summary of the recommendations. The second section is a comprehensive review and contains the rationales for the recommendations, which cover curriculum, evaluation and testing, methodology and resources for improving classroom managment and practices, and staffing and training. Appendixes include a list of study committee membership, a schedule of activities, a summary of major issues studied, and a list of persons submitting research reports and formal presentations to the study committee. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244270

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CURRICULUM STUDY

Language Arts
English K-12

A Report from the Language Arts/English K-12
Curriculum Study Committee to the
North Carolina State Board of Education

North Carolina Department of Public Instruction
1984

CS208296

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

A committee of educators has completed a two-year study of the language arts/English programs, grades K-12 in the North Carolina public schools. The Committee's full report is a comprehensive study based on research findings, public hearings, reports submitted by individuals and professional organizations and their own training and experiences. Careful consideration was given to submitting recommendations that would provide: revisions in the curriculum for a more balanced and integrated communication skills program; a better understanding of testing and evaluation of student progress; expanding resources and methodologies that would include a variety of instructional materials and newer technologies to match today's learning styles; and staffing patterns and on-the-job training for all educators in the latest research findings on how people learn and communicate.

Recommendations:

A. Curriculum (Recommendations 1-12)

These recommendations will determine the revisions for the Course of Study, The North Carolina Competency Goals and Performance Indicators, and The Program Description focusing on the interrelationships of language arts/English and the process approach to teaching the communication skills.

B. Evaluation and Testing (Recommendations 13-15)

These recommendations will highlight the proper utilization of tests and the need to develop a public awareness of what tests measure.

C. Methodology and Resources (Recommendations 16-19)

These recommendations address the concerns related to improving classroom management and practices and to expanding the resources for instruction.

D. Staffing and Training (Recommendations 20-25)

These recommendations suggest additional staffing and on-the-job training for all educators in the communication process.

CONTENTS

FOREWORD i

ACKNOWLEDGEMENTS ii

SECTION I. ABRIDGED STUDY REPORT 1-16

PURPOSE 1

STATUS 2

BACKGROUND OF STUDY 6

AREAS OF STUDY 6

SUMMARY OF RECOMMENDATIONS 11

SECTION II. COMPREHENSIVE STUDY REPORT 17-56

RECOMMENDATIONS AND RATIONALES 17

APPENDICIES

A. MEMBERSHIP FOR STUDY COMMITTEE 57

B. REVIEW OF THE CURRICULUM AREAS 59

C. SUB-COMMITTEE MEMBERSHIP 60

D. SUB-COMMITTEE WORKING PLAN 61

E. FORMAT FOR COLLECTING DATA 62

F. SCHEDULE OF ACTIVITIES 63

G. SUMMARY OF THE MAJOR ISSUES STUDIED BY THE COMMITTEE 65

H. QUESTIONS FOR CONSIDERATION 67

I. RESEARCH REPORTS AND FORMAL PRESENTATIONS 72

J. SURVEY OF LEA PERSONNEL 73

BIBLIOGRAPHY 75

FOREWORD

North Carolina has a strong commitment to excellence in public education. This document supports that commitment. The recommendations contained herein are a part of a series of program revisions that the State Agency and the State Board of Education will be reviewing in making decisions about curricular matters for the rest of the century.

The Study Committee has set forth an ambitious restructuring of the communication skills program to provide an interrelationship approach to the basic skills - listening, speaking, writing, reading, and viewing - and programs fostering understanding and appreciation of language, literature, and composition. The current thrust to improve literacy for all citizens highlights the need for our public schools to increase the efficiency of teacher/pupil interaction in the English/language arts curriculum. The changes suggested in this report are designed to improve the status of the teaching-learning process.

It is interesting to note that the recommendations contained in this report are in "concert" with The Carnegie Report. The wisdom delineated in the North Carolina Study was completed before the release of The Carnegie Report. Thus, the quality of the Committee's work has already been validated before any action for change has been undertaken.

We commend the English/Language Arts Study Committee for an excellent report. We encourage all people interested in improving the program for communication skills to consider the recommendations outlined in this document.

A. Craig Phillips
State Superinterdent of Public Instruction

ACKNOWLEDGEMENTS

The work of any committee that is worthy of the title always involves commitment and the expenditure of time and energies on the part of many individuals.

This Committee deserves special thanks for their contributions and their dedication to this comprehensive study. A special thanks to Erika Lindemann and Larry Tucker for editing contributions. Gratitude is expressed to George Kahdy, Assistant State Superintendent of Instructional Services; the General Staff of Instructional Services; and Charles Rivers, Director of Communication Skills for their support and leadership.

There are forever those individuals who hold everything together and keep the organization moving toward its stated objective. These persons for our study were Margaret Gayle and her secretary, Debbie Mann. We express deep appreciation for their guidance, management, and delivery of the final report.

Bob Hanes

Robert Hanes, Chairman
English/Language Arts Study Committee

ABRIDGED STUDY REPORT

THE PURPOSE OF COMMUNICATION SKILLS

The primary goal of communication skills education is to ensure that each student develops the ability to communicate effectively through the skills of reading, writing, speaking, listening, and viewing. Essential for full participation in a rapidly changing world of altered values and lifestyles, international dependence, increased knowledge, and technology, the communication skills are a means by which an individual establishes relationships within that highly complex world environment. The quality of life for each individual and respect for human dignity can be enhanced as a result. As tools for learning, the skills are parts of the thinking process that are learned and applied as an integrated part of all subject areas and of a whole world of experiences available to every learner.

The skills of communication are defined individually as:

Reading - the process of perceiving meaning in written language;

Writing - the process of expressing concepts, ideas, feelings, and experiences in understandable printed form;

Speaking - the process of expressing one's thoughts, ideas, feelings, and needs verbally so that others can understand;

Listening - the act of processing and responding to what is heard; and

Viewing - the act of processing and responding to what is seen.

The skills are communication processes for receiving and expressing all information and knowledge. These processes for communicating begin at birth and continue throughout one's life. The ability to do them well is determined by how often they are practiced in the context of real meaning. As students

progress through the formal educational process, language arts and communication skills should provide them with tools for learning. The skills should be taught within the context of subject matter or content areas.

Once the communication skills have been introduced in relevant situations, direct instruction in the specific skills will be required for mastery of effective communication. Learning experiences should move from familiar to unfamiliar, and from concrete to abstract in a developmental way. As these learning processes take place, students will be able to bridge the gap between their present knowledge of the world and the "school" knowledge they are expected to acquire.

Therefore, effective communication in reading, writing, speaking, listening, and viewing is dependent upon three important factors: 1) the background of experiences the learner brings to a communication situation, 2) the developmental stage of the learner, and 3) the learner's sense of personal worth. The aims of any instructional program in communication skills should also develop a positive image of the self, promote interaction among people, provide an appropriate experiential base and content from which effective communication can develop, and develop the skills necessary for effective communication commensurate with the developmental stage of the learner.

STATUS OF COMMUNICATION SKILLS

Major research findings and study reports on the status of language arts/English programs in the nation reflect continuing problems in the curricular offerings and instructional practices. Research documents indicate that students receive little or no instruction in the writing process. Surveys

from North Carolina public schools indicate that most of the class time allotted to language arts/English programs is devoted to instruction in reading skills and grammar and mechanics, rather than on the process of reading and writing, with little or no direct instruction in speaking, listening, or viewing.

The Nation at Risk, one of nine major reports, cites problems at the national level in curricular offerings and practices. The report cites:

- "cafeteria-style curriculum" in which the appetizer and desserts can easily be mistaken for the main course
- lack of effective testing and evaluation methods
- textbooks influence on curriculum and practices
- grades as a measure of academic achievement
- the necessity for teaching computer science.

North Carolina is one of nineteen (19) states that requires four (4) years of English for graduation. In addition, the mini-course offerings popular in the early seventies have been replaced with more traditional literature and grammar courses.

The Primary Reading Program initiated in 1975 provided at the K-3 level an aide in every classroom, additional instructional materials, and staff development in teaching reading for teachers and aides.

Annual Testing at grades 1, 2, 3, 6, and 9 and Competency Testing at grade 11 have provided the State with one measure of achievement and minimum competence in reading.

Textbooks continue to be the major resource in the instructional program. North Carolina has one of the better processes for selection, but procedures within the process can be improved.

Summer writing institutes for classroom teachers and university writing

projects modeled after the Bay Area Project have been ongoing in North Carolina since 1981 with the goal of improving writing instruction in grades K-12.

As commission and study reports continue to be released, it is evident that North Carolina has implemented many programs to address the problems and concerns that relate to language arts/English instruction.

The Carnegie Report, released in 1983 summarizes the essence of the North Carolina curriculum study report and the critical need to implement all the recommendations as soon as possible.

Boyer in High School, A Report on Secondary Education in America, 1983 supports the findings of the Committee and all the professional organizations who presented data for the study. (pp. 85-93)

Literacy: The Essential Tool

> The first curriculum priority is language. Our use of complex symbols separates human beings from all other forms of life. Language provides the connecting tissue that binds society together, allowing us to express feelings and ideas, and powerfully influence the attitudes of others. It is the most essential tool for learning. Language is linked to thought. We do affirm, however, that thought and language are inextricably connected, and that, as students become proficient in self-expression, the quality of their thinking also will improve.
>
> The process begins early. No school is needed to teach a child to speak. The typical three-year-old has a vocabulary of a thousand words or more. Children, when they are very young, can use complex language that involves an intricate system of grammar. They begin to master, almost miraculously it seems, the symbol system of the culture.
>
> Schools should build on the remarkable language skills a child already has acquired. Unfortunately, reading programs in the primary grades often seem to assume that children come to school with limited language and that decoding skills can be separated from comprehension. An approach to reading that builds on the child's own language experience offers a rich alternative that can at once continue language development and build confidence as well. Once young learners have become actively involved in the writing and reading of their own thought, they are ready to consider seriously the ideas and writing conventions of others.

The language development of each child should be carefully monitored. Records of his or her proficiency in the use of oral and written English should be maintained and passed from grade to grade. If a student is not making satisfactory progress, special tutoring should be provided.

A more unsettling problem in today's schools, perhaps, is the neglect of writing.

Clear writing leads to clear thinking; clear thinking is the basis of clear writing. Perhaps more than any other form of communication, writing holds us responsible for our words and ultimately makes us more thoughtful human beings.

We recommend that those who teach basic English have no more than twenty students in each class, and no more than two such classes should be included within the regular teacher's load.

Therefore, we recommend that high schools give priority to oral communication, requiring all students to complete a course in speaking and listening.

Today, speech is rarely a requirement for graduation.

Listening should be included, too.

Language defines our humanity. It is the means by which we cope socially and succeed educationally. The advent of the information age raises to new levels of urgency the need for all students to be effective in their use of the written and the spoken word. The mastery of English is the first and most essential goal of education.

At least nine major reports and studies have been released in the past year concerning public education and related issues. All of the reports focus on the importance of the study of language as the essential skills for all learning. The Nation at Risk and The Carnegie Report, two of the major reports, highlight the problems and the essence of the curriculum and instruction issues. Over the past years North Carolina has worked on improving curriculum and instruction in the language arts/English programs through the special legislated programs and statewide testing, but much remains to be accomplished if students are to be prepared for the complex world environment where effective communication will be crucial for a quality life of work and leisure.

BACKGROUND OF COMPREHENSIVE STUDY

The report of the Language Arts Study Committee is the result of a two-year examination of the language arts/English programs throughout the state by an appointed committee of educators. The report focuses on the latest research findings in communication skills curriculum and instruction. Committee members researched each area of the curriculum--reading, writing, speaking, listening, viewing, and literature--and they studied the latest findings on how students learn. They listened to reports submitted by professional education organizations and conducted a survey of the communication skills curriculum and practices in each of the local units.

The communication skills program established by the State Board of Education in October 1980 provided the curriculum content and skills for determining the major issues of study by the Committee. Many of the concerns in curriculum relate to teaching the communication skills as content rather than treating them as processes or tools for learning all knowledge. The communication skills are processes; the content communicated comes from students' experiences in mathematics, science, health, social studies, arts, and literature. Activities in these areas generate purposes for learning language and foster the integration of the processes of reading, writing, speaking, listening, and viewing.

AREAS OF STUDY

The issues addressed by the committee were concentrated in four major areas: 1) Curriculum, 2) Evaluation/Testing, 3) Methodology/Resources, and 4) Staffing/Training.

Curriculum

Major issues identified and studied in the curriculum area resulted in a recommendation that all existing curriculum publications be revised into one document. The revised document will be available for classroom teachers to use as a handbook for understanding and teaching communication skills as processes for receiving and expressing all information and knowledge.

Issues identified in the curriculum area:

- the importance of all the communication processes to all learning
- the fragmenting of the communication skills
- the emphasis on reading skills rather than on reading across the curriculum, using a variety of materials
- the emphasis on grammar and spelling rather than on writing as a process
- the neglect of speaking and listening in the curriculum, despite the strong sections in the North Carolina Competency Goals and Performance Indicators
- the goals needed for an effective viewing curriculum
- the competencies needed for communicating in the age of technology
- the importance of an experiential curriculum in the early childhood grades
- the realignment of content in all skills areas, literature, and grammar for grades 7-12 (What is a good program for grades 7-12?)
- the importance of an integrated approach to learning content, i.e., the humanities approach
- a Basic Communication Skills Program for all students
- the modification of curriculum and instruction for low achievers
- teaching thinking as a skill.

Recommendation one through twelve are the committee's responses to a study of the issues related to the curriculum area.

Evaluation and Testing

The second area of study has involved issues in Evaluation and Testing

that have an affect on curriculum, methodology and teacher training.

Issues studied by the Committee in this area include:

- formal and informal assessment of grades one and two
- the affect of testing on curriculum and practices in the classroom
- retention/non-retention rates
- test utilization
- test taking skills
- annual/competency testing objectives
- SAT and other tests
- public awareness to tests, their uses and abuses
- writing assessments for grades six and nine.

Recommendation thirteen through fifteen address the Committee's concerns related to testing and evaluation.

Methodology and Resources

The third area of study, Methodology and Resources, included issues related to present instructional practices, new research studies on learning, and available print and non-print resources. The issues identified by the Committee included:

- best methods for teaching all the communication skills
- the teaching and utilization of the communication skills in all content areas
- allocation of time to teaching the skills versus teaching literature
- textbooks and alternatives to textbooks, longer adoptions of certain texts, and merger of texts for more effective teaching and cost savings
- the cost of instructional materials, including courseware, and other media needed for teaching to meet the needs of the new learning styles of today's students
- the training of educators in the evaluation and selection of textbooks and other instructional materials
- the numerous recordkeeping tasks and effective classroom management
- the size of communication skills classes in grades 4-12

- the effective and efficient use of time in the length of the school day and school year
- articulation to parents and the public of methods used and resources needed.

Recommendations sixteen through nineteen are the Committee's responses to the issues related to improving instruction for all students in communication skills.

Staffing and Training

The fourth area of study by the Committee was Staffing and Training. Issues related to this important area included:

- teacher competencies in relationship to the new communication skills curriculum in the Quality Assurance Program
- the importance of the teacher aide program, grades K-3 and expansion of the program, grades 4-6
- staff development guidelines, practices, and funding
- the importance of on-the-job training for all educators in the communication processes, especially writing
- support programs--federal and state.

Recommendations twenty through twenty-five address the concerns of the Committee in Staffing and Training of Communication Skills teachers and other educators.

IMPLEMENTATION

The full implementation of the recommendations would have an impact on curriculum and instruction in the North Carolina public schools. The following improvements can be expected in the communication skills program:

- increased awareness and understanding of all the communication processes and the implications for improving instruction at all grade levels and in all content areas

- improvement of students' abilities to effectively communicate in an increasingly complex world
- improvement of classroom management and practices
- more effective remediation practices
- increased understanding in the public sector of evaluation and testing
- expansion of improved methods and practices in the classroom based on current learning styles of students
- greater opportunities for on-the-job training in communication processes for all educators
- greater availability of instructional materials and courseware.

The Committee believes that the application of the latest research findings on training in the process approach to learning and the modifications to the present curriculum as outlined in the recommendations will lead to an improvement of students' abilities to communicate more effectively.

LANGUAGE ARTS CURRICULUM STUDY

RECOMMENDATIONS

Recommendation No. 1

The Committee recommends that all existing curriculum documents in reading, language arts, and the communication skills be reviewed and revised to be included in a single Communication Skills Course of Study, K-12, designed for use by teachers. The Committee further recommends that the revised document be printed with sufficient copies for distribution to all teachers and appropriate supervisors in the North Carolina public schools.

Recommendation No. 2

The Committee recommends that the revisions include an emphasis on the interrelationships of the communication processes: reading, writing, speaking, listening, and viewing, and their relationships to literature and language;

(a) that the reading and literature sections of the Course of Study and Competency Goals and Performance Indicators place emphasis on reading as a process and on the elements of literature, rather than on isolated skills;

(b) that the writing portion of the Course of Study and the goals in the Competency Goals and Performance Indicators include and place emphasis on writing as a process, and that grammar, mechanics, and spelling be treated in the context of the writing process, rather than in isolation;

(c) that the viewing process be included as one of the communication skills, and that competency goals and performance indicators be developed for grades K-12;

(d) that the goals and performance indicators in all the communication skills include competencies that reflect communicating in the new age of technology;

(e) that a narrative be included in the Course of Study that emphasizes the distinction between handwriting and composing;

(f) that direct instruction in penmanship be continued beyond the K-3 grades.

Recommendation No. 3

The Committee recommends that local boards of education determine the sequence of the content of the curriculum based on local goals and students' needs.

Recommendation No. 4

The Committee recommends beginning with the early years (K-3), that literature should be emphasized and used as a means for teaching reading skills to all learners.

Recommendation No. 5

The Committee recommends that the processes of listening, viewing, speaking, reading, and writing should be integrated throughout the year and in conjunction with any designated content in language arts/English.

Recommendation No. 6

The Committee recommends that the middle grades focus on the exploration, enjoyment, and understanding of a variety of literature and media rather than on the formal elements of literature.

Recommendation No. 7

The Committee recommends that an interdisciplinary humanities approach should be available to all learners, especially for low achievers.

Recommendation No. 8

The Committee recommends that a Basic Communication Skills Program should be provided for all learners grades 9-12, and supports the document "Essentials of English," published by the National Council of Teachers of English, 1979.

Recommendation No. 9

The Committee recommends that any modification to curriculum for low achievers emphasize practice in written composition (with limited emphasis on grammatical terms), oral composition (usage and patterns), as well as opportunities for reading and viewing both for enjoyment and for the improvement of skills.

Recommendation No. 10

The Committee recommends that priority for electives in English for grades 9-12 be given to Journalism, Speech, Debate, Drama, and Technical Writing.

Recommendation No. 11

The Committee recommends that the State Board of Education support in the early school years an experiential curriculum based on an understanding of human growth and development. The Committee also recommends that the Department of Public Instruction continue to promote publications, staff development opportunities, and other activities to help local school systems implement and maintain an experiential curriculum.

Recommendation No. 12

The Committee recommends that the Department of Public Instruction develop and implement a plan for collecting and distributing materials and resources on the thinking processes and include strategies for teaching the thinking process that can be used in all curricular areas.

Recommendation No. 13-A

The Committee recommends that the Annual Testing Commission evaluate the appropriateness of the California Achievement Tests at grades one and two this year and consider recommendations listed in priority order:

(a) eliminating the tests

(b) sampling, instead of testing

(c) developing other evaluation criteria.

Recommendation No. 13-B

The Committee recommends that the Department of Public Instruction continue efforts to educate parents, teachers, administrators, and the public on the uses and abuses of tests, and that the Department renew and expand those efforts as the writing assessments are developed.

Recommendation No. 14

The Committee makes the following recommendations concerning the writing assessment:

(a) that the Annual and Competency Testing Commissions design the writing assessments carefully to reflect the view of writing as a process, especially to permit students time to plan their written responses and to revise;

(b) that the Testing Commissions use centralized scoring for the scoring of the writing tests, using trained readers in a central location.

Recommendation No. 15

The Committee recommends that advice be given LEAs on how promotions and non-promotions affect students academically, socially, and emotionally, and that the advice be based upon the latest available research on this topic.

Recommendation No. 16

The Committee recommends that the State Agency review the procedures for formally adopting textbooks and other materials that support the teaching of communication skills in an integrated curriculum. The Committee further recommends that:

(a) the State Agency strengthen the textbook selection process by developing more effective ways to educate textbook evaluators;

(b) the present restrictive definition of textbooks be broadened to also include other instructional materials e.g. computer software, reading kits, dictionaries, or trade books;

(c) the Agency seek out and purchase reading textbooks for the early years that are written in rich, natural language patterns and include a variety of literature selections;

(d) sequential 1-12 adoptions be considered in literature, grammar, and spelling texts; and

(e) per pupil expenditures for texts and other materials be increased to provide for variety of materials needed at both elementary and secondary levels.

Recommendation No. 17

The Committee recommends that the State Board of Education support improved instruction by commissioning a study to define alternatives to the recordkeeping, management tasks and other non-teaching interruptions with which teachers are currently involved.

Recommendation No. 18

The Committee recommends that the State Board of Education continue supporting reductions in the size of communication skills classes and develop a proposal for improving, within four years, the workload of teachers so that it becomes consistent with the NCTE guidelines:

- the elementary school teacher should be responsible for no more than twenty-five pupils per class
- full-time English teachers in secondary schools should be assigned a daily teaching load of no more than one hundred students.

The Committee further recommends that in addition to the NCTE guidelines, middle schools/junior high teachers should be assigned a daily teaching load of no more than one hundred students.

Recommendation No. 19

The Committee recommends that the State Board of Education continue to conduct a study to determine the effective and efficient use of time in both the length of the school day and the school year.

Recommendation No. 20-A

The Committee supports and encourages the full implementation of the Quality Assurance Program.

Recommendation No. 20-B

The Committee recommends that the Divisions of Communication Skills and Certification and Training develop a process to strengthen teachers' abilities to teach communication skills. The Committee recommends that the State Agency identify areas in which the need for teacher training programs in communication skills is especially acute and encourage teacher training programs in these areas.

Recommendation No. 21

The Committee strongly endorses the teacher-aide program in grades K-3 and recommends that:

(a) instructional aides be provided for grades 4-6

(b) the State Agency determine the competencies needed by teacher aides and provide models for effectively training aides.

Recommendation No. 22

The Committee recommends on-the-job training for all educators in:

(a) the communication process

(b) human growth and development

(c) methodology for all learning styles

(d) strategies for teaching the thinking processes

(e) strategies for teaching study skills

(f) educational media and technology.

Recommendation No. 23

The Committee recommends that on-the-job training for all teachers of communication skills include:

(a) communication skills as processes

(b) strategies for integrating the communication skills

(c) time management and instructional techniques

(d) observations of effective teaching strategies

(e) evaluation of textbooks and instructional materials and technology for different learning styles and abilities.

Recommendation No. 24

The Committee recommends that personnel who work with educationally handicapped students or remedial classes have training in working with students who have special needs.

Recommendation No. 25

The Committee recommends that all teachers have a responsibility for reinforcing the effective teaching of communication skills and further recommends that:

(a) teachers in other subject areas receive appropriate staff development in communication skills for their content areas;

(b) the State Agency describe the responsibility for reinforcing effective teaching of communication skills;

(c) the State Agency prepare documents on the teaching of these skills for all disciplines.

COMPREHENSIVE STUDY REPORT

RECOMMENDATIONS AND RATIONALES

Recommendation No. 1

The Committee recommends that all existing curriculum documents in reading, language arts, and the communication skills be reviewed and revised to be included in a single Communication Skills Course of Study, K-12, designed for use by teachers. The Committee further recommends that the revised document be printed with sufficient copies for distribution to all teachers and appropriate supervisors in the North Carolina public schools.

RATIONALE

The Committee believes that all existing state curriculum documents must be revised to include the latest research findings. The Course of Study and Competency Goals and Performance Indicators would be merged into into one new document emphasizing the interrelationships of all the communication skills as processes which can be taught and evaluated. The revised document would then become a comprehensive communication skills guidebook, a valuable resource for all educators (K-12) to be used in lesson planning, developing objectives and for evaluating students' performances.

Recommendation No. 2

The Committee recommends that the revisions include an emphasis on the interrelationships of the communication processes: reading, writing, speaking, listening, and viewing, and their relationships to literature and language;

(a) that the reading and literature sections of the Course of Study and Competency Goals and Performance Indicators place emphasis on reading as a process and on the elements of literature, rather than on isolated skills;

RATIONALE

Growing evidence from a variety of research studies reveals that learning to read is a developmental process that can be as natural as learning to talk. Acquiring language is an active process; the child learning to speak selects, hypothesizes, tests, and generalizes rules about linguistic constructs. The rules are not specifically taught. Since children learn to speak and develop at different rates, educators need to help them develop reading acquisition strategies that more closely resemble the strategies used in learning to speak. Active involvement, interaction, concrete experiences, exploration, and problem solving are crucial to skills development and personal growth in learning to read.

Reading instruction in the Early Childhood Years is not synonymous with beginning work in a basal reading program, with structured reading groups, with word analysis and phonic drills, with memorizing letters of the alphabet, with drill on letter sounds, or with the routine exercises of stereotyped teaching materials. Children learn to read and communicate by living their language, not by tearing it apart. There is a time when sentences and words should be taken apart and analyzed, but only after children are encouraged to understand the depth of meaning that language holds for them and that language expresses their "life experiences."

Teachers must understand the major role that background experiences and lanaguage abilities play in reading comprehension. Teachers must have strategies and techniques for assessing the child's experiential and language base. When deficiencies interfere with understanding, teachers must create opportunities and provide instruction that help students bring adequate resources to the reading task in order to facilitate comprehension.

Research identified three important factors in reading comprehension: thinking, affection, and purposes for reading. Teachers play an active role in causing children to apply their thought processes to reading by the kinds of questions they ask and the types of tasks they assign.

Some people think of teaching reading as teaching a book. That attitude confuses the materials used for instruction with the teaching methods employed. In the absence of clear evidence supporting the superiority of any one approach, various approaches must be evaluated. All materials should be judged on whether they can: 1) achieve the teacher's instructional objectives; 2) meet specific skill needs; and 3) provide continuing motivation for the child.

Reading in the content area is part of the total school reading program. All teachers must be able to instruct students in reading, using printed materials treating all types of content and styles of writing. Reading is not a subject, but a tool with which to obtain information. The content area teacher needs: 1) to discern which reading skills are pertinent to the subject and how they apply to it; 2) to know how to diagnose each student's proficiency in applying the skills to the subject; and 3) to evolve procedures for fusing the reading instruction with the teaching of content.

Recommendation No. 2

(b) that the writing portion of the Course of Study and the goals in the Competency Goals and Performance Indicators include and place emphasis on writing as a process, and that grammar, mechanics, and spelling be treated in the context of the writing process, rather than in isolation;

RATIONALE

Writing instruction has always held a central place in public education. Parents, teachers, students, and the larger society value good writing not only because it helps people gain and hold satisfying jobs but also because writing helps them learn, solve problems, and organize daily affairs in a complicated society. Although all teachers develop their own methodologies for improving students' writing skills, their teaching will be hindered or enhanced by several factors. First, writing is a highly individual process, a means of communication which varies from student to student and task to task. Students cannot master written language without considerable individual attention from a more experienced writer or without frequent response to what they have written. Second, research in writing since the early 1970's has increased considerably our understanding of how people learn to write and what methods can assist the development of writing skills. Competent teachers should know the advantages and disadvantages of these methods as well as when and why they are useful. Third, although textbooks and other instructional materials have a place in writing instruction, they must be carefully selected by teachers who understand current developments in their field. What is basic to writing instruction is not a textbook but students and teachers writing and responding to each other's work.

Extensive research and accepted practice among teachers who keep up with the field insist that writing teaches writing. Therefore, the best way to develop students' writing abilities is to give them frequent, guided practice in planning, drafting, and revising their own work. Most students, however, spend very little time writing in school.

Arthur Applebee's Writing in the Secondary School investigates how much and what kinds of writing take place in American high schools, in English and non-English classes. Applebee observed that in ninth and eleventh grade classes composing (writing original discourse of a paragraph or longer) occurred only 3% of the time a student spent in school. Even in English classes, students spent only about 10% of the time writing a paragraph or more. Most of the writing was mechanical, note-taking, and short-answer responses which require little or no independent thinking on the part of the student.

Not only are students doing too little writing in school, but they are also getting inadequate instruction. Applebee's study, which included a national survey of methods teachers use in teaching writing, demonstrates that most students receive little or no instruction in how to plan or rewrite papers; they write primarily for the teacher-as-examiner and rarely for other audiences; they rarely write more than one draft or get time to let their papers grow. Their teachers respond primarily to mechanics or errors and not to the students' ideas or to successful strategies in paragraph and sentence construction which would improve subsequent papers.

Why does the Applebee study and similar investigations present such a disturbing picture of writing instruction? English teachers can easily explain why. In the first place, classes are too large to provide individual instruction and response for 130 to 150 students. If 150 students wrote one paper a week, a minimal amount of writing in the first place, and a teacher spent only fifteen minutes reading and responding to each paper, the teacher would spend an additional 37½ hours per week outside the classroom

commenting on students' written work. By contrast, a recent survey conducted by the University of Texas reveals that college freshmen write approximately 500 to 700 words per week, a statistic made possible in part because the average class size of college writing classes is between 12 and 27 students. English teachers also believe that their training ill-equips them to teach writing. For example, they remain unaware of ways to give students helpful responses to their writing without taking stacks of papers home every night. They teach grammar or literature or talk about writing becuase that is how they were taught. Most of them are aware that newer methods exist but they have not had sufficient opportunity to learn about them.

Most non-English teachers feel inadequately prepared to do what they would like to do -- extend writing instruction across the curriculum. As several studies show, many English teachers doubt their ability to teach writing, primarily because they feel inadequately trained. In a 1981 survey of research on teacher preparation, Bob Lange reported that English teachers felt overtrained in literature and undertrained in the teaching of writing. Another study "showed that although English teachers must spend forty to sixty percent of their teaching time in developing the listening, composition, reading, and speech skills of the students, most college English education programs use only eight percent of the professional course time for teacher preparation in these skill areas." Tighe and Koziol report that, of the 265 teachers surveyed, "62% of the English teachers, 82% of the social studies teachers, and 77% of the science teachers indicated that they had never had any formal prepartion for working with composing skills development. Moreover, even those few who had at least some preparation generally rated that prepa-

ration as very poor or relatively ineffective."

These findings suggest that teachers want two kinds of support to improve their performance in the classroom. First, teacher education programs need to provide more extensive and intensive training in methods of teaching writing (as different from teaching grammar). Second, certificated teachers need more frequent opportunities to update their knowledge of methods that improve writing instruction.

Major concerns related to composition and grammar textbooks include:

(a) The central text in a writing course should be student writing, not a textbook.

(b) The central activity in a writing course should be writing, not discussions about writing; discussing the chapters in a textbook can diminish the amount of time students spend on writing their own prose or discussing each other's work.

(c) Textbooks necessarily divide the composing process into chapter-length stages and consequently misrepresent the process, which is cyclical and much less tidy than textbooks describe for all writers.

(d) Textbook exercises encourage students to analyze sentences and paragraphs someone else has written; although students may receive some benefit from these exercises, they will learn much more quickly if given more frequent opportunities to analyze their own writing and to create (not take apart) language.

(e) Most composition texts explain what good writing ought to be like, not how a writer can achieve the effect; they describe the finished product and offer little help to students attempting to manage the process of translating ideas into words.

The research and findings emphasized in this study indicate to the Committee that not only will curriculum have to be revised, but instruction through teacher training and in-service programs must continue, textbooks must be carefully evaluated, and attitudes and practices must be changed in the classroom to ensure the success of student writing.

Recommendation No. 2

(c) that the viewing process be included as one of the communication skills, and that competency goals and performance indicators be developed for grades K-12;

RATIONALE

Viewing skills, though often overlooked in the language arts, are nonetheless important to the positive growth of students' communication skills. Students spend numbers of hours viewing each year, viewing but not seeing, not comprehending the message. The research on television viewing alone is staggering. Neil Postman in Teaching as a Conserving Activity summarizes as follows:

> If we assume a child will go to school for thirteen years--say, starting in kindergarten and ending with high school--a typical American child will be in the presence of a school curriculum, 2,340 days, which comes to about 11,500 hours. There are only two activities which occupy more of a youngster's time during those years. One of them is sleeping. The other is attending to television. Studies of TV viewing are far from definitive but a fair estimate is that from age five to eighteen, an American child watches TV approximately 15,000 hours. That is thirty percent more time than he or she is engaged at school, a very significant difference considering the magnitudes involved. If we add to the 15,000 hours of TV viewing the time occupied by radio and record listening, as well as moviegoing, we come up with a figure very close to 20,000 hours of exposure to an electric medium curriculum, almost double the amount of time spent in school.

Equally startling is the information that the average college freshman has viewed 500 movies, about twenty times the number of novels he or she has read (Harold Foster, The New Literacy).

The First National Conference on Visual Literacy, held in New York City in 1969, derived four concepts that support a rationale for teaching viewing literacy: 1) a visual language exists; 2) people can and do

think visually; 3) people can and do learn visually; and 4) people can and should express themselves visually. Instruction in viewing skills promotes an awareness of the visual messages that surround students today and gives them the ability to analyze and evaluate those messages as well as express their evaluation in coherent terms.

Viewing skills involve more than television and movies. Observations of the "real" world and of still pictures--photographs and paintings--demand critical viewing if they are to be understood. Assessing the content of a visual message, identifying those visual features that unify the message, and identifying the strengths and weaknesses of various media comprise the skills that a literate viewer needs.

Some students should also learn to produce visual messages just as they learn to produce written and oral messages. To do so means learning the technology of the visual media as well as how to analyze and evaluate visual messages.

Finally, viewing skills promote certain positive attitudes: students develop appreciation for the power and persuasiveness of visuals; they understand the need for visual literacy; and they understand the growing necessity for discriminating viewing.

English/Language Arts teachers are concerned with the effective use of language; thus, the language arts classroom is an ideal place for students to sort out and develop their viewing experiences. Stephen and Susan Judy in The English Teacher's Handbook emphasize four points about media that should be used as a basis for an integrated media-in-English/Language Arts program. The four points support the right of viewing skills to join the other language arts--listening, speaking, reading, writing--in the classroom.

1. Media (viewing skills) provide people with instantaneous, abundant information about the world in which they live.

2. Media (viewing skills) provide people with a rich mosaic of experience.

3. Mass media (viewing literacy) have effects on the values, attitudes, and behavior of people.

4. Media (viewing skills) have an effect on the development of aesthetic standards and judgment of their audiences.

At the same time, media inundation can have a numbing effect when used uncritically, unconsciously, and in too large doses. Young people need to become more conscious of what they like and why they like it.

Recommendation No. 2

(d) that the goals and performance indicators in all the communication skills include competencies that reflect communicating in the new age of technology;

RATIONALE

The "natural" communication skills of listening, viewing, and speaking will become more important as people communicate with machines. The new age of technology has already ushered in view-data systems (the combination of television, telephone, and computers), which require that instruction in the natural communication modes be increased.

The "Title II Basic Skills Improvement Act" (November 1, 1978) under Public Law 95-561 stressed the importance of "expanding the use of television and other technology in the delivery of instructional programs aimed at improving achievement in the basic skills." Based on numerous research studies related to high retention rates of students who are trained with multimedia systems, the law cited activities which should be supported:

(1) the development and acquisition of educational programming,

including audio and video materials distributed through broadcast, cable, tape, film, cassettes, or other means that provide instruction in basic skills in an effective manner;

(2) the development and acquisition of instructional materials that supplement educational programming described in clause (1) of this section in order to improve its effectiveness in the school, the home, and other learning environments;

(3) the development and acquisition of materials to assist teachers in relating such programming, or similar public or commercial programs of educational value, to instruction in the classroom;

(4) the training of teachers, administrators, and other instructional personnel in the use of educational technology;

(5) assistance to teachers, administrators, and other instructional personnel for experimentation with new technological approaches to instruction; and

(6) distribution of information about, and promotion of the use of, such programming and technology in the classroom and other learning environments.

In 1978, mini and mirco computers were just being introduced to the public, and activities related to the utilization of the computers were not included in the Basic Skills Law. Since the introduction of the computer and interactive video into society, the possibilities for expanding literacy to greater numbers have increased. The new technologies will redefine literacy as the printing press originally did in the 15th century. Literacy will include electronic literacy as new interactive communication systems continue to be implemented into all areas of society.

As recent research indicates, word processing and mechanical capabilities of the computer take the labor out of writing. Existing and developing software holds much promise for improving reading and writing for students from the very young to older adults. The new machines have graphic and pictorial capabilities that allow for 1) simulating lab experiments,

2) solving abstract problems, 3) taking field trips, 4) developing higher levels of observation and listening skills, and 5) adapting instruction to individual learning styles and various communication modes.

As educators, the most important point to remember in language instruction and learning is "the ability to communicate effectively." The opportunity to receive and express information and knowledge will be easier for further generations as paper and pencil are traded for voice activated and touch sensitive systems.

Recommendation No. 2

(e) that a narrative be included in the Course of Study that emphasizes the distinction between handwriting and composing;

(f) that direct instruction in penmanship be continued beyond the K-3 grades.

RATIONALE

Many educators and many lay people confuse handwriting instruction or penmanship with the ability to compose and express thoughts in written form. The Committee believes the revised curriculum documents should guide educators in making a distinction between handwriting and composing.

In addition to developing goals and performance indicators for penmanship instruction, the revised curriculum document should also discuss keyboarding skills, oral communication skills necessary for voice-activated communication systems, and other methods that enable students to communicate.

Recommendation No. 3

The Committee recommends that local boards of education determine the sequence of the content of the curriculum based on local goals and students' needs.

RATIONALE

The Committee urges local boards of education to assess carefully the recommended state curriculum and determine the most appropriate sequence of its content, basing that sequence on local goals and the needs of local students. The state has outlined developmentally the curriculum, introducing various skills and types of literature in grades K-3, 4-8, and 9-12 and suggesting a list of courses for a desirable and highly desirable program at the high school level. However, the communication skills program should have the flexibility to permit creativity in teaching language arts and English as support skills for content areas. Research studies advocate teaching these skills in conjunction with meaningful information and not in isolation.

This recommendation allows local boards the option and perhaps the encouragement to develop model programs that teach communication skills in conjunction with content areas or through a humanities approach.

Recommendation No. 4

The Committee recommends beginning with the early years (K-3), that literature should be emphasized and used as a means for teaching reading skills to all learners.

RATIONALE

The Committee believes that the most effective way to help young children become more proficient users of language is to build on their natural capacity to learn language. This can be done by designing a school experience that makes use of the functional and the social nature of language. Opportunities to talk, write, read, listen, and view a variety of topics, with a variety of people, in a variety of situations

are vital to optimal language development.

To read is to derive meaning from the printed word. Reading instruction, however, is often characterized by having children learn phonic skills, syllabication, and other isolated knowledge which has little or no relationship to meaning. Because the knowledge of isolated skills is unnecessary to reading, or learning to read, children should be taught to read by reading interesting and appropriate stories. Children derive meaning from stories in this way as they acquire the ability to read.

Skill instruction is often taught apart from stories children are actually reading. A great deal of reading instruction takes place without having children actually read! Even when skill instruction is carried out in conjunction with the reading of a story, such instruction often distorts and obscures meaning. Skills instruction should be taught after the child becomes a confident and fairly independent reader.

Stilted, contrived stories comprise the content of many pre-primers, primers, and early reading books. These stories, which are often actually less than stories, have limited vocabulary and sentence structure; they often carry little meaning and even less interest for young children.

Reading instruction should be conducted with the use of interesting and appropriate stories; stories which have true meaning to children. A major source for such stories can be found in children's literature.

Recommendation No. 5

The Committee recommends that the processes of listening, viewing, speaking, reading, and writing should be integrated throughout the year and in conjunction with any designated content in language arts/English.

RATIONALE

The Committee heard and read testimony that the various aspects of the language arts continue to be taught in isolation rather than presented in a unified way while being integrated into other aspects of the curriculum. The unified and integrated approach to language arts has long been a concern of educators; it still merits serious attention.

Even though current research shows that language is learned holistically, the majority of students are still expected to learn "new" aspects of language by bits and pieces. There is little convincing evidence that acquiring explicit knowledge of the structure of the language (phonic rules to sentence diagramming) has sufficient value in improving the purposeful use of language to warrant the time spent on these pursuits.

Where self-contained classrooms exist at the elementary school level, integrating the communication skills can occur rather easily. However, integration does not typically occur as frequently within a departmentalized organizational structure because the emphasis is on content and teachers spend shorter periods of time with each group of students.

The curriculum is compartmentalized at the junior and senior high levels to the extent that very little integration of communication skills and content occur. There are many strategies for integrating and reinforcing the communication skills in all content areas--implementing a humanities approach, team teaching, unit and thematic teaching. All teachers must reinforce oral and written communication skills in the teaching of meaningful content and must train students to use listening, viewing, and reading skills for higher levels of comprehension of their material.

Closer communication among teachers of the content areas and the language arts teachers would be a helpful first step to integration. Discussion of ways to integrate language skills into the total curriculum might follow. For example, vocabulary encountered when reading technical materials, discussion techniques, study skills needed for library research, oral and written reporting techniques, recording observations of experiments, and practice in listening for specific purposes are all topics that can be integrated into the daily schedules of departmentalized classrooms. Teachers who are aware of these relationships will find ways to relate all the receptive and expressive skills.

The skills of observing, speaking, listening, reading, and writing can be applied to almost every aspect of the daily curriculum. In this way, they become the tools for learning content as well as the means of learning about language. The teaching/learning situation that accommodates this dual role will undoubtedly be more satisfying and successful for teachers. Working with students in real-life situations creates interest and satisfies immediate needs. Students, at the same time, see language functioning in ways that are relevant and useful. (Elementary Language Arts: Strategies for Teaching and Learning. Ohio Department of Education, Columbus, Ohio, 1982.)

Recommendation No. 6

The Committee recommends that the middle grades focus on the exploration, enjoyment, and understanding of a variety of literature and media rather than on the formal elements of literature.

RATIONALE

The Committee believes that students in the middle grades should have an opportunity to explore a variety of literature and media instead of acquiring skills in isolation through reading texts.

Reading through the eighth grade is currently taught primarily by the skills emphasis found in textbooks. Current research verifies repeatedly that such an approach is not conducive to reading comprehension or to the appreciation and enjoyment of literature. Literature programs do not usually begin until the ninth grade. At this level, English teachers often

introduce literary matters for which students have not been adequately prepared. Since students have had little, if any, instruction in literature until this time, the sudden immersion in literature may be too difficult for them.

Reading research shows, however, that young children are able to respond to literature in the early elementary grades. The research suggests how well a student reads depends upon how well he or she has internalized the conventions of literature. This means students should be immersed in stories throughout the elementary years. Teachers need to read aloud to their students; they need to show the students how individual details in a literary piece work together to form a meaningful structure which is the total story. The teacher should also point out the story's relationship to other stories, noting that it is a member of "the family of stories." Sequences of literary works should be designed to help children see such literary relationships. The teacher should introduce character types, kinds of settings and their symbolic value (homes, forests, gardens, towns and cities, wastelands, seasonal cycles, etc.). This critical approach is based on structural principles which are fundamental to literature. Though elementary students do not need to know that they are practicing a "critical approach," the teacher should know this and should introduce it systematically.

The serious gap between no literary instruction in the elementary grades and too difficult instruction in the formal elements of literature in the ninth grade should be closed. If young students are helped to understand a variety of contemporary trade books, short stories, films, and other media, they will possess a fundamental approach to literature which more sophisticated critical approaches could enlarge.

Recommendation No. 7

The Committee recommends that an interdisciplinary humanities approach should be available to all learners, especially for low achievers.

RATIONALE

The Committee believes that all students should have an opportunity to study subjects in an integrated way. The humanities approach would provide for integrating the content of social studies, English, foreign language, and the arts. There are many ways to achieve this goal. Teachers who are trained in all of the disciplines could teach a course or teams of teachers could jointly teach a course.

At a time when all major educational reports from commissions conclude that students are learning in a compartmentalized, fragmented way, local boards should be trying alternative models to the separate departments and disciplines now established in most schools. However, as new models are developed local school systems should be careful not to establish humanities programs just for high achievers, but also provide these programs for low achievers.

The major goal of an effective humanities approach is to help students understand ways in which varieties of cultural experiences interrelate. The primary objective is to help develop students' higher order thinking skills of analysis, evaluation, and synthesis.

Recommendation No. 8

The Committee recommends that a Basic Communication Skills Program should be provided for all learners grades 9-12, and supports the document "Essentials of English," published by the National Council of Teachers of English, 1979.

RATIONALE

The Committee advocates that all learners in grades 9-12 have an active command of the language arts: reading, listening, viewing to receive information and knowledge, speaking and writing to express information and knowledge, and an appreciation of the artistry of language as expressed in literature. Because development of communication skills is a lifelong process, the ability to communicate effectively affects the quality of life for all learners. Therefore, the Committee supports the Essentials of English, published by NCTE in 1979, for all students in grades 9-12 as a Basic Communication Skills Program.

Essentials of English

A Document for Reflection and Dialogue

NCTE National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

In 1979, the National Council of Teachers of English joined a coalition of other professional associations to reaffirm the value of a balanced education by endorsing a statement entitled "The Essentials of Education." As one of the organizations committed to promoting academic excellence for all learners, we as teachers of English now submit our own statement identifying the ways in which the study of English contributes to the knowledge, understanding, and skills of those who will make up the society of the future.

Essentials of English

The study of English includes knowledge of the language itself, development of its use as a basic means of communication, and appreciation of its artistry as expressed in literature. Teachers of English trace the origins of the language in the past, study its development in the present, and recognize that continuing change in the future will keep the language and the literature alive, flexible and adaptable to the highest expression of which the human being is capable.

The use of English involves skills in reading, writing, speaking, listening and observing. The development of these skills is a lifelong process. The extent to which they are developed can influence an individual's ability to become self-sufficient and lead a productive life.

LANGUAGE

Language is a subject worthy of study in itself, but language in use always exists in a setting involving people and situations. Language is a primary way individuals communicate what they think and feel. They find self-identity through language, shape their knowledge and experience by means of it, and depend upon it as a lifelong resource for expressing their hopes and feelings.

Children acquire language at an early stage and internalize much of its grammar through use before formal training in school begins. Continuing attention to language makes students aware how language functions and helps them control and use it in increasingly effective ways. Language is therefore basic to learning in all disciplines. Skillful use of language may be the single most important means of realizing the overarching goal of education to develop informed, thinking citizens.

By studying language, students should

- learn how the English language has developed, continues to change, and survives because it is adaptable to new times

- understand that varieties of English usage are shaped by social, cultural, and geographical differences
- recognize that language is a powerful tool for thinking and learning
- become aware how grammar represents the orderliness of language and makes meaningful communication possible
- recognize how context (topic, purpose, audience) influences the structure and use of language
- understand how language can act as a unifying force among the citizens of a nation

LITERATURE

Literature is the verbal expression of the human imagination and one of the primary means by which a culture transmits itself. The reading and study of literature add a special dimension to students' lives by broadening their insights, allowing them to experience vicariously places, people, and events otherwise unavailable to them, and adding delight and wonder to their daily lives.

Through their study and enjoyment of literature, students should

- realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values
- be able to identify with fictional characters in human situations as a means of relating to others; gain insights from involvement with literature
- become aware of important writers representing diverse backgrounds and traditions in literature
- become familiar with masterpieces of literature, both past and present
- develop effective ways of talking and writing about varied forms of literature
- experience literature as a way to appreciate the rhythms and beauty of the language
- develop habits of reading that carry over into adult life

COMMUNICATION SKILLS

Communication is language in action, by which individuals participate in the affairs of society through reading, writing, speaking, listening, and using electronic media. The study of English develops fundamental communication skills that prepare students to engage in fluent and responsible communication and to analyze information that comes to them.

Reading

Students should

- recognize that reading functions in their lives as a pleasurable activity as well as a means of acquiring knowledge
- learn from the very beginning to approach reading as a search for meaning
- develop the necessary reading skills to comprehend material appearing in a variety of forms
- learn to read accurately and make valid inferences
- learn to judge literature critically on the basis of personal response and literary quality

Writing

Students should

- learn to write clearly and honestly
- recognize that writing is a way to learn and develop personally as well as a way to communicate with others
- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written
- learn to adapt expression to various audiences
- learn the techniques of writing for appealing to others and persuading them
- develop their talents for creative and imaginative expression
- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing

Speaking

Students should learn

- to speak clearly and expressively about their ideas and concerns
- to adapt words and strategies according to varying situations and audiences, from one-to-one conversations to formal, large-group settings
- to participate productively and harmoniously in both small and large groups
- to present arguments in orderly and convincing ways
- to interpret and assess various kinds of communication, including intonation, pause, gesture, and body language that accompany speaking

Listening

Students should

- learn that listening with understanding depends on determining a speaker's purpose
- learn to attend to detail and relate it to the overall purpose of the communication
- learn to evaluate the messages and effects of mass communication

Using Media

Students should

- become aware of the impact of technology on communication and recognize that electronic modes such as recording, film, television, videotape, and computers require special skills to understand their way of presenting information and experience
- realize that new modes of communication demand a new kind of literacy

THINKING SKILLS

Because thinking and language are closely linked, teachers of English have always held that one of their main duties is to teach students *how* to think. Thinking skills, involved in the study of all disciplines, are inherent in the reading, writing, speaking, listening and observing involved in the study of English. The ability to analyze, classify, compare, formulate hypotheses, make inferences, and draw conclusions is essential to the reasoning processes of all adults. The capacity to solve problems, both rationally and intuitively, is a way to help students cope successfully with the experience of learning within the school setting and outside. These skills may be grouped in three major categories.

Creative Thinking

Students should learn

- that originality derives from the uniqueness of the individual's perception, not necessarily from an innate talent
- that inventiveness involves seeing new relationships
- that creative thinking derives from their ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception

Logical Thinking

Students should learn

- to create hypotheses and predict outcomes
- to test the validity of an assertion by examining the evidence
- to understand logical relationships
- to construct logical sequences and understand the conclusions to which they lead
- to detect fallacies in reasoning
- to recognize that "how to think" is different from "what to think"

Critical Thinking

Students should learn

- to ask questions in order to discover meaning
- to differentiate between subjective and objective viewpoints; to discriminate between opinion and fact
- to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive
- to make judgments based on criteria that can be supported and explained

THE RESPONSIBILITY OF TEACHERS OF ENGLISH

The study of English offers varied opportunities for the individual to mature intellectually and emotionally. We believe in basic competency in English as a means by which the individual can acquire self-sufficiency and work independently in all disciplines. We believe further in challenges to both the analytical and creative capabilities of our students.

Toward accomplishing these aims, we as teachers of English hold ourselves responsible for

- helping all students become literate and capable of functioning in an increasingly complex society
- directing them to read and view materials appropriate to their abilities and interests
- encouraging them to exchange ideas, listen perceptively, and discuss vigorously
- urging them to write honestly in the spirit of open inquiry
- helping them expand their interests and reach their fullest potential through language

By contributing in these ways, we hope to expand the capacities of the human intellect and to preserve the tradition of free thought in a democratic society.

For additional copies of this brochure, send request prepaid to the NCTE Order Department, 1111 Kenyon Road, Urbana, Illinois 61801. Up to 14 free; 15 or more, $.05 each.

Approved October 1982
by the Executive Committee,
National Council of Teachers of English

Recommendation No. 9

The Committee recommends that any modification to curriculum for low achievers emphasize practice in written composition (with limited emphasis on grammatical terms), oral composition (usage and patterns), as well as opportunities for reading and viewing both for enjoyment and for the improvement of skills.

RATIONALE

The Committee believes that curriculum modifications for low achievers should be carefully planned and evaluated so that these students do not spend most of their instructional time learning a narrowly defined set of skills by rote. The Committee strongly advocates practice in writing (with limited emphasis on grammatical terms), oral composition (usage and patterns), as well as many opportunities for reading and viewing a variety of literature and media both for enjoyment and the improvement of skills.

Low achievers especially need effective instruction in communication skills because important avenues of learning and expressing themselves are closed to them without it. They need positive experiences with language which help them integrate what they learn in all content areas. However, too many times, they must endure more drill and practice activities, which tend to further alienate them from language instead of motivating them to learn. The Basic Communication Skills Program outlined in Recommendation No. 8 provides a description of a minimum program for low achievers. Modification of instruction, not the curriculum, through the use of a variety of media and experiential learning will help ensure success for low achievers.

Recommendation No. 10

The Committee recommends that priority for electives in English for grades 9-12 be given to Journalism, Speech, Debate, Drama, and Technical Writing.

RATIONALE

The Committee believes that in addition to the Basic Curriculum outlined in Recommendation No. 8 that all local units should make available electives in English for grades 9-12 and that priority should be given to those courses that require the higher levels of communication skills and the application of those skills in meaningful ways. The skills learned in the courses listed above will provide students with lifelong learning skills regardless of career choices.

The initiation of the North Carolina Scholars Program should allow a student to emphasize English as a major program of study. Since a North Carolina Scholar should be able to speak and write at higher cognitive levels, provision should be made for individual students to study areas other than those included in the standard curriculum.

Recommendation No. 11

The Committee recommends that the State Board of Education support in the early school years an experiential curriculum based on an understanding of human growth and development. The Committee also recommends that the Department of Public Instruction continue to promote publications, staff development opportunities, and other activities to help local school systems implement and maintain an experiential curriculum.

RATIONALE

The Committee believes that the kindergarten curriculum is becoming too drill and practice oriented. Teachers feel pressure to work on pencil and paper activities, including reading and writing, before many children are developmentally ready for such work. Kindergarten teachers often base teaching decisions on external pressures rather than on sound principles of child growth and development. These teachers, against their better judgment, know they are frustrating children by emphasizing drill and skill

instruction in isolation and apart from the child's world.

According to the testimony presented to the Committee by child advocates from various associations, fewer and fewer kindergarten classes offer children opportunities for a variety of concrete, multi-sensory experiences as a matter of course. An interdisciplinary curriculum; where children are able to explore, experiment, share, consult with adults or other children, work in small or large groups or alone, seems to be less and less evident.

The basic materials for kindergarten--blocks, clay, paint, sand, and books--are slighted; as a result, resources for language development and early writing and reading are relegated to thirty-minute play periods before school begins. The majority of the day is spent in reading groups, math groups, writing lessons, and sharing time. Committee members, who know kindergarten teachers, confirm that changes in the content and schedule of the kindergarten day artificially segment learning and damage the student's enthusiasm for school.

The Committee feels that in order to help preserve and in some cases restore effective kindergarten programs, educators must respect processes of child growth and development as well as the wide range in rate, timing, and potential for learning that exists in young children. In response to the testimony of child advocates, the Committee affirms the goals of the first kindergartens established in North Carolina in 1969:

1. Stimulate each child's feelings of confidence and self-worth through the offering of many experiences within a range of interests and competencies which will result in a joy and love for learning.

2. Provide a child-centered program which includes concrete, multi-sensory expereinces that have meaning for children and extend their awareness and understanding of the world around them through an interdisciplinary curriculum approach.

3. Provide an environment organized around learning interest centers in which the child can use language to label and categorize objects as well as situations which require problem solving and decision making, questioning, evalaution, and discovering.

4. Include curriculum experiences that stimulate and encourage creativity.

5. Include a variety of forms of written and oral expression which are accounts of personal and group experiences, i.e., conversational group discussions, experiences, stories, etc.

6. Utilize games and play activities which help children to use their bodies with ease, to cooperate with others, to be imaginative, and to try out various social roles.

7. Develop a broad conceptual base moving from the concrete to the abstract in order to make skills in all areas of the curriculum more meaningful.

8. Provide times for the child to work individually as well as in large and small activities.

The preceding goals are still valid and have been used as a basis for a Handbook for Kindergarten Teachers published in 1982 by the Department of Public Instruction. The Committee recommends that the handbook continue to be distributed and that staff development continue to be offered to every new kindergarten teacher.

Recommendation No. 12

The Committee recommends that the Department of Public Instruction develop and implement a plan for collecting and distributing materials and resources on the thinking processes and include strategies for teaching the thinking process that can be used in all curricular areas.

RATIONALE

The Committee believes that thinking is essential to effective communication.

Thinking skills, involved in the study of all disciplines, are inherent in reading, writing, speaking, listening, and observing involved in the study of English. The ability to

analyze, classify, compare, formulate hypotheses, make inferences, and draw conclusions is essential to the reasoning processes of all adults.

(NCTE, Essentials of English, 1982)

The Commitee knows there are many excellent materials and resources available for teaching thinking processes; therefore, it recommends that a plan be developed for providing a resource guide for teaching thinking skills across all disciplines. The Committee suggests using Rath's and Wassermann's thinking operations to develop goals and performance indicators for a section on Thinking Skills to be included in the revised North Carolina Competency Goals and Performance Indicators.

Recommendation No. 13-A

The Committee recommends that the Annual Testing Commission evaluate the appropriateness of the California Achievement Tests at grades one and two this year and consider recommendations listed in priority order:

(a) eliminating the tests

(b) sampling, instead of testing

(3) developing other evaluation criteria.

Recommendation No. 13-B

The Committee recommends that the Department of Public Instruction continue efforts to educate parents, teachers, administrators, and the public on the uses and abuses of tests, and that the Department renew and expand those efforts as the writing assessments are developed.

RATIONALE

The Committee believes that standardized tests sample only a portion of what children learn in schools. Since learning includes concepts, skills, and attitudes in both the cognitive and affective domains, many skills, such as speaking or thinking, which are vital to a comprehensive curriculum, are difficult to test. Furthermore, the results of a single test indicate only

how a student performed on that particular test on that particular day. Because a testing program alone is not sufficient to evaluate learning and because diagnosis is an ongoing part of teaching, the statewide tests should not be emphasized to the exclusion of other formal and informal methods of evaluation and diagnosis.

The format of the CAT is a series of multiple choice questions. The questions measure very specific aspects of specific skills. In order to ensure validity and reliability, certain aspects of reading, for instance, can be measured and others cannot. "Testability" may be a valid criterion for testmaking, but it is not for curriculum planning.

The testing program often adversely influences curriculum and methodology. It can limit what and how children are taught. Many teachers feel pressured to change their methods of teaching to prepare their students for the test. If students are tested on small parts of specific skills in isolation, then many teachers feel the need to drill on small parts of specific skills in isolation. Not only does the content of the tests affect what is taught, but how the tests are structured also affects how subject matters are taught.

Since 1977, North Carolina students have been evaluated annually by the Annual Testing Program. Children in grades 1 and 2 have been tested on reading and mathematics by criterion-referenced tests. Students in grades 3, 6, and 9 have been tested in reading, mathematics and language using norm-referenced tests. High school students must pass a minimum competence test in reading and mathematics to graduate from high school.

North Carolina students have continued to improve their scores on these tests during the last five years. Proponents say that the testing

program has fostered consistency in curriculum and teaching statewide. Opponents say that the areas and objectives tested have been given undue emphasis and that teachers feel pressured to teach to the test. The effect of the statewide testing program on children, curriculum, scheduling, resources, and methodology needs to be evaluated carefully by all educators.

A statewide testing program need not necessarily dictate harmful curricula or teaching methods, and it can accommodate individual differences in child growth and development. To do so, however, the tests need to be carefully selected; students, parents, educators, and the public need to look at the standardized tests in their proper context; and test results should form only part of the picture in assessing individual students or entire schools. Consequently, the Committee urges the Department of Public Instruction, through its appropriate divisions, to educate students, parents, teachers, and the public on the valid uses of tests.

The Committee strongly recommends the elimination of standardized tests for grades 1 and 2 because they are inconsistent with the philosophy of the early childhood program previously outlined in the Program Description for Communication Skills.

Recommendation No. 14

The Committee makes the following recommendations concerning the writing assessment:

(a) that the Annual and Competency Testing Commissions design the writing assessments carefully to reflect the view of writing as a process, especially to permit students time to plan their written responses and to rewrite;

RATIONALE

The Committee continues to have strong reservations about the writing assessments on the Annual and Competency Tests for reasons outlined in the rationale for Recommendation No. 13. Nevertheless, the Committee supports the efforts of the Testing Commissions to permit students time to plan and rewrite their written responses. Since planning and rewriting are essential to the process of writing, the writing assessment must maintain this emphasis.

Recommendation No. 14

(b) that the Testing Commissions use centralized scoring for the scoring of the writing tests, using trained readers in a central location.

RATIONALE

The Committee supports the efforts of the Testing Commissions to use centralized scoring by trained readers in a central location in evaluating the writing tests. This method will enhance the reliability of the tests, protect their security, and encourage teachers to understand the principles of holistic scoring.

Recommendation No. 15

The Committee recommends that information based upon the latest available research, be given to LEAs on how promotions and non-promotions affect students academically, socially, and emotionally.

RATIONALE

The Committee believes that the State Board of Education should continue to initiate studies on promotion and non-promotion. The Committee feels that most of the research supports promotion unless there is a new approach

in tne teaching of a retained student. The recent study by the Division of Research, A Study of First-Grade Non-Promotions, concluded that promoting students in the first grade had a more favorable effect on reading achievement than retaining them at the first grade. A review of the literature shows that non-promotions tend to have a negative effect on student achievement. New studies need to be conducted that assess students over periods of time and grades. Based on the review of the literature, local boards of education should carefully review their policies on promotion and non-promotion and ensure that each student retained be given new approaches to learning the material or skills.

Recommendation No. 16

The Committee recommends that the State Agency review the procedures for formally adopting textbooks and other materials that support the teaching of communication skills in an integrated curriculum. The Committee further recommends that:

(a) the State Agency strengthen the textbook selection process by developing more effective ways to educate textbook evaluators;

(b) the present restrictive definition of textbooks be broadened to also include other instructional materials e.g. computer software, reading kits, dictionaries, or trade books;

(c) the Agency seek out and purchase reading textbooks for the early years that are written in rich, natural language patterns and include a variety of literature selections;

(d) sequential 1-12 adoptions be considered in literature, grammar, and spelling texts; and

(e) per pupil expenditures for texts and other materials be increased to provide for variety of materials needed at both elementary and secondary levels.

RATIONALE

The Committee believes that textbooks have a profound effect on curriculum and teaching practices. Implementing this recommendation will improve the selection of appropriate communication skills textbooks K-12, which in turn will improve the quality of instruction in the classroom.

The Committee believes that the State Board of Education should study the textbook process and make necessary changes for providing a more flexible definition of textbooks. The utilization of more current information and knowledge can only be accessed through newer technologies.

The increase of materials, both print and non-print, in the educational market requires that all educators and especially textbook evaluators be well trained in evaluating and selecting instructional materials. Rising costs for all materials require that additional funds in grades K-12 be allocated and that all funds be spent on materials that have been carefully evaluated.

Recommendation No. 17

The Committee recommends that the State Board of Education support improved instruction by commissioning a study to define alternatives to the recordkeeping, management tasks and other non-teaching interruptions with which teachers are currently involved.

RATIONALE

The Committee heard numerous reports from professional organizations, individual educators, and committee members concerning the non-teaching tasks associated with all grade levels. Because English teachers see most of the students in a school, they are frequently asked to manage projects that have no relationship to their teaching. Although they are

expected to keep records on their students' academic progress, they believe that the amount of time devoted to non-teaching tasks could be reduced. The Committee believes that alternatives should be found to manage the recordkeeping tasks of classroom teachers so that they have more time to plan and evaluate instruction.

Recommendation No. 18

The Committee recommends that the State Board of Education continue supporting reductions in the size of communication skills classes and develop a proposal for improving, within four years, the workload of teachers so that it becomes consistent with the NCTE guidelines:

- the elementary school teacher should be responsible for no more than twenty-five pupils per class
- full-time English teachers in secondary schools be assigned a daily teaching load of no more than one hundred students.

The Committee further recommends that in addition to the NCTE guidelines, middle schools/junior high teachers should be assigned a daily teaching load of no more than one hundred students.

RATIONALE

The Committee feels that language skills are basic to every intelligent act and provide the means for receiving and expressing information and knowledge in all disciplines. To help all students develop these important skills, language arts/English teachers K-12 must be able to provide individual attention and guidance. Perhaps the most common frustration the Committee heard was that teachers are expected to provide successful language instruction to impossibly large groups of students. Their concern was not a selfish bid for smaller classes; rather, they believe that class size directly influences the amount of practice and constructive response students receive in communication skills. Consequently, the Committee urges reduction in the number of students in a

daily teaching assignment.

Language Arts/English teachers at the middle grades, junior and senior highs currently instruct approximately 150 students a day in language skills. Many studies indicate the dilemma of teaching one language task to 150 students:

- In a class of thirty-five students, one speech assignment per student would take seven days to deliver and critique.
- One paper a week for 150 students requires approximately 37½ hours for reading and responding, even with techniques of conferencing and peer editing.
- Reading often requires an individualized approach.

The North Carolina Association for Supervision and Curriculum reported to the Committee:

> The present North Carolina class size at the secondary level of 1:150 places limitations on teachers to do a quality job, especially in teaching and evaluating the writing process. The National Council of Teachers of English has for at least the last ten years recommended a secondary class size of 1:100. Therefore, NASCD strongly recommends that consideration be given to a reduction in class size at the secondary level... The issues of writing and class size are interrelated. The present class size makes it difficult to do a quality job in grading the large numbers of papers required.

The Committee recommends a proposal for improving, within the next four years, the workload of teachers. The Committee also urges local units to plan carefully the writing teacher's class loads. To improve their writing skills, students need to write frequently; and their work requires individual attention and constructive responses. As several research studies point out, students suffer and writing programs deteriorate when the teacher's class load prevents giving students the one-to-one instruction their work deserves. Local units can encourage more frequent writing and greater emphasis on the process by assigning reasonable class loads.

Recommendation No. 19

The Committee recommends that the State Board of Education continue to conduct a study to determine the effective and efficient use of time in both the length of the school day and the school year.

RATIONALE

The Committee supports the efforts of the State Board of Education to study the effective and efficient use of time in both the length of the school day and the school year. Any major study of the length of the school day and the school year must focus on what is best for students, and on how they learn.

Some factors presently affecting students and today's classrooms include the viewing impact from television and other video mediums, the information and knowledge explosion, the newer technologies for interactive learning such as the computer, and many changes in the family structure and society. Other factors in the classroom such as interruptions, class loads, teacher's paperwork, and pull-out programs also affect students' learning.

Recent research studies continue to provide overwhelming evidence that children can learn faster and better with new ways and methods. Any models that result from a study of the school day and year must reflect recent research on attention spans, retention of knowledge, learning styles, communications processes and learning, and child and adolescent growth and development. The study should also offer alternative models that remove categorical funding and allow for creative management and instruction using the best of human resources and technology.

Recommendation No. 20-A

The Committee supports and encourages the full implementation of the Quality Assurance Program.

Recommendation No. 20-B

The Committee recommends that the Divisions of Communication Skills and Certification and Training develop a process to strengthen teachers abilities to teach communication skills. The Committee recommends that the State Agency identify areas in which the need for teacher training programs in communication skills is especially acute and encourage teacher training programs in these areas.

RATIONALE

The Quality Assurance Program offers an effective plan for determining competencies required for initial teacher certification. The Committee recommends that the Quality Assurance Program be used in determining certification for teachers of English/Language Arts.

In meeting the staffing needs of the Communication Skills Program, the following personnel may be appropriate:

- Certified Early Childhood Teacher, Intermediate Teacher, Secondary English Teacher
- Special Education Teachers (LD, GT, EH, and others)
- Speech Clinician
- Competency Remediation Teacher
- Reading Teacher
- Drama Teacher
- Journalism Teacher
- Writing Lab Teacher
- Media Specialist
- Supervisors
- Principal (knowledgeable in communication skills content)
- All content area teachers contribute to the teaching of the communication skills, including teachers of the cultural arts
- Instructional Aides.

The Committee feels that the Quality Assurance Program offers an excellent plan for determining competencies required for initial certification.

Recommendation No. 21

The Committee strongly endorses the teacher-aide program in grades K-3 and recommends that:

(a) instructional aides be provided for grades 4-6

(b) the State Agency determine the competencies needed by teacher aides and provide models for effectively training aides.

RATIONALE

The growing trend is to employ certified teachers to perform the role of aides. However, state technical and community colleges offer courses that prepare individuals in specific areas such as teacher associate, teacher associate with reading emphasis, child care worker, early childhood associate, education aide, special education associate, and teacher aide.

Recommendation No. 22

The Committee recommends on-the-job training for all educators in:

(a) the communication process

(b) human growth and development

(c) methodology for all learning styles

(d) strategies for teaching the thinking processes

(e) strategies for teaching study skills

(f) educational media and technology.

RATIONALE

The Committee believes that administrators and supervisors can provide leadership to improve the teaching of the communication skills. To serve effectively, however, they should be involved in inservice training that deals with content, instructional techniques, and the upgrading of personal communication skills. The following inservice training is recommended:

1) Principals' Institute

2) State Supervised Workshops

3) Regional workshops conducted through the Regional Centers

4) State level meetings conducted by professional organizations (NCETA, NCIRA, etc.)

5) College and University courses

6) Monthly meetings (LEA or school) with principals, supervisors, and teachers sharing resources that relate to the teaching of the communication skills.

Recommendation No. 23

The Committee recommends that on-the-job training for all teachers of communication skills include:

(a) communication skills as processes

(b) strategies for integrating the communication skills

(c) time management and instructional techniques

(d) observations of effective teaching strategies

(e) evaluation of textbooks and instructional materials and technology for different learning styles and abilities.

RATIONALE

The Committee supports the efforts of the State Board of Education to provide staff development for communication skills teachers. During the two year study, the Committee reviewed numerous reports and research studies which indicated a need to expand on-the-job training for all teachers in communication skills, training based on the latest research on learning and instruction.

The rationales supporting the first twelve recommendations highlight the need to retrain teachers in the process approach; to help them develop strategies for integrating teaching reading, writing, viewing, speaking, and listening; and to provide training in methodology and management of instruction. Knowledge of child development, new learning styles, and recent research on

"how people learn" need to be incorporated into this training. As new technologies continue to have an impact on communication and language learning, teachers themselves must understand these complex processes.

The Committee further suggests that on-the-job training should focus on all of the communication skills, not just reading. Comprehensive training should include attention to reading, writing, speaking, listening, viewing, and thinking skills. Other topics for on-the-job training should include:

1) Classroom management techniques that emphasize instructional organization that includes whole groups, small groups, centers, stations and other techniques for individualizing instruction;

2) Methodology for all learning styles;

3) Techniques for teaching exceptional students;

4) Human growth and development;

5) Effective use of instructional materials, including educational media and technology;

6) Utilization of test data;

7) Human relations; and

8) Integrating the teaching of the communication skills.

Recommendation No. 24

The Committee recommends that personnel who work with educationally handicapped students or remedial classes have training in working with students who have special needs.

RATIONALE

The Committee urges that all personnel (teachers and instructional aides) working with resource classes should receive special training to prepare them to instruct the educationally handicapped child. Ideally, this training should include the following:

1) For certified personnel, academic credit for college level classes related to the teaching of communication skills.

2) For teachers and aides, on-the-job training in techniques for individualizing instruction and grouping for instruction within a class.

3) For teachers and aides, on-the-job training which prepares teachers and aides to work together efficiently.

4) For volunteers, workshops involving methods of assisting in classroom activities (such as listening to students read and helping students to improve their communication skills).

Educationally handicapped students usually have severe deficiencies in communication skills. Important ways of using language to learn and to express themselves are denied them unless they receive intensive, positive instruction. For this reason, the teachers of language arts resource classes should be well prepared to improve the reading and writing skills of their students.

Since the main purpose of having resource classes is to provide remediation for each student's communications difficulties, personnel working with these students need to be prepared to develop and implement individualized educational plans. Staff working with resource classes also need expertise in grouping students who have similar deficiencies.

A teacher and instructional aide should function as a team; therefore, staff development that prepares teachers and aides to work together, with clearly defined responsibilities for each person, would enhance their effectiveness. In the elementary grades especially, volunteers from the community, if properly prepared, can assist competently in giving students individual attention to improve their reading and writing skills.

Recommendation No. 25

The Committee recommends that all teachers have a responsibility for reinforcing the effective teaching of communication skills and further recommends that:

(a) teachers in other subject areas receive appropriate staff development in communication skills for their content areas.

(b) the State Agency describe the responsibility for reinforcing effective teaching of communication skills.

(c) the State Agency prepare documents on the teaching of these skills for all disciplines.

RATIONALE

The Committee believes that students will be more successful in developing their abilities to communicate if they apply their language skills to meaningful information and experiences. Since all of the communication skills are used in some form in every classroom, the Committee's recommendation encourages teachers in all disciplines to support instruction in language skills as they make assignments and deliver instruction.

Revising the North Carolina Course of Study, the Competency Goals and Performance Indicators, and the Program Description for Communication Skills would give all educators comprehensive guides to use in a variety of ways. The guide, together with on-the-job training, would give teachers in all subject areas additional strategies for effectively teaching their students to use reading, writing, observing, speaking, and listening to master content in non-English courses.

LANGUAGE ARTS CURRICULUM STUDY MEMBERSHIP

Chairman: Dr. Robert Hanes, Deputy Superintendent
Charlotte/Mecklenburg School System
701 E. Second Street
P. O. Box 30035
Charlotte, NC 28230
(704) 379-7000

General Administrator: Charles H. Rivers, Director
Raleigh Coordinator: Margaret Gayle, Assistant Director
Division of Communication Skills
Room 206, Education Building
Raleigh, NC 27611
(919) 733-3703

PARENTS

Mr. Walter L. Davis, Jr.
Route 3, Box 2-B
Norwood, NC 28128

Mr. Milton Sills (Principal)
Aberdeen Elementary School
Moore County School System
Aberdeen, NC 28315
(919) 944-1523

TEACHERS

Ms. Nettye Jones
West Havelock Elementary School
New Bern/Craven County Schools
P. O. Box 246
Havelock, NC 28532
(919) 447-2169

Mr. Leigh (Bud) Wahab
O. A. Peay School
Hyde County School System
Swan Quarter, NC 27885
(919) 926-3811

Ms. Frances Williams
South French Broad School
South French Broad Avenue
Asheville City School System
Asheville, NC 28801
(704) 255-5306

TEACHERS

Ms. Marlene Corbett
East Mecklenburg High School
6800 Monroe Road
Charlotte/Mecklenburg School System
Charlotte, NC 28212
(704) 537-3031

Mr. Brooksie Harrington
Stanford Jr. High School
Orange County School System
Route 4, Box 69-A
Hillsborough, NC 27278
(919) 732-8114

Ms. Wanda Harris
Magnolia School
Robeson County School System
Route 8
Lumberton, NC 28358
(919) 739-7897

Mrs. Jean Garriss
(Millbrook Elementary School)
Wake County School System
Route 8, Box 449
Raleigh, NC 27612
(919) 876-0640--School

Mrs. Mary Ruth Crook
Cary Senior High School
Wake County School System
638 Walnut Street
Cary, NC 27511
(919) 467-9844

Ms. Gail Draughon
Banner Elk Elementary School
Avery County School System
Banner Elk, NC 28604
(704) 898-5575

Mrs. Patricia Y. Grant
P. O. Box 1328
Yadkinville, NC 27055

Mr. Daniel Pace
West Henderson High School
Henderson County School System
3600 Haywood Road
Hendersonville, NC 28739
(704) 891-4900

SUPERINTENDENT

Dr. Robert Nelson
Hoke County School System
310 Wooley Street
Raeford, NC 28376
(919) 875-4106

SUPERVISOR

Dr. Mauvice Brett
Middle/Secondary Education
Hertford County School System
Box 158
Winton, NC 27986
(919) 358-1641

COLLEGE PROFESSORS

Dr. Erika Lindemann
English Department
UNC-Chapel Hill
Greenlaw Building, 066-A
Chapel Hill, NC 27514
(919) 962-5481

COLLEGE PROFESSORS

Dr. Anita Moss Professor
English Department
UNC-Charlotte
Charlotte, NC 28202
(704) 597-2296

Dr. Joe Milner
English Department
Wake Forest University
Winston-Salem, NC 27109
(919) 761-5342

Dr. Richard Craddock
English Department
Western Carolina University
Cullowhee, NC 28723
(704) 227-7211

EX-OFFICIO MEMBERS
(Division of Communication Skills Staff)

K-3

Charlotte Barnes - Raleigh Staff
Laura Mast - Region 7
Norman Logan - Region 8

4-8

Molly Sloan - Region 2
Shirley Owen - Region 4
Pat Finger - Region 5

9-12

Linda Perry - Region 1
Nancy Steller - Region 6
Larry Tucker - Region 3

Raleigh Staff

Jerri Mesiner
Mary Ann Weathers
Betty Jean Foust

Review of the Curriculum Areas
Language Arts, K-12

Introduction: Robert Hanes, Margaret Gayle

Purpose: To review Language Arts/Reading Course of Study
To review Language Arts/Reading Competency Goals
To discuss and record any questions for consideration under the major questions

K-3 Chairperson: Mrs. Jean Garriss

Milton Sills
Nettie Jones
Frances Williams
Gayle Draughon
Robert Nelson
Charlotte Barnes
Norma Logan
Laura Mast
Charles Rivers

4-8 Chairperson: Mr. Brooksie Harrington

Walter Davis, Jr.
Leigh (Bud) Wahab
Wanda Harris
Patricia Yale
Joe Milner
Richard Craddock
Molly Sloan
Shirley Owen
Jerri Meisner
Betty Jean Foust

9-12 Chairperson: Marlene Corbett

Mary Ruth Crook
Daniel Pace
Mauvice Brett
Erika Lindemann
Anita Moss
Mary Ann Weathers
Larry Tucker
Linda Perry
Nancy Steller
Robert Hanes
Margaret Gayle

SUB-COMMITTEE MEMBERSHIP

General Administrator: Dr. Charles Rivers

Curriculum Study Chairperson: Dr. Robert Hanes

Raleigh Coordinator: Margaret Gayle

Curriculum (Dr. Bob Hanes)

Chairperson: Dr. Anita Moss
Team Members: Marlene Corbett, Dr. Nancy Steller
Norma Logan
Patricia Yale
Dr. Richard Craddock
Ernestine Wooten
Bill McMillan

Methodology/Resources (Dr. Charles Rivers)

Chairperson: Erika Lindemann
Team Members: Larry Tucker, Jerri Meisner
Milton Sills
Wanda Harris
Shirley Owen
Mary Ruth Crook
Mary Purnell
Jean Garriss

Evaluation/Testing (Margaret Gayle)

Chairperson: Dr. Bob Nelson
Team Members: Dr. Betty Jean Foust, Joan Finger
Gayle Draughon
Laura Mast
Frances Williams
Dan Pace
Wayne Dillon
Brooksie Harrington

Teacher Training/Staffing (Margaret Gayle)

Chairperson: Dr. Mauvice Brett
Team Members: Dr. Molly Sloan, Linda Perry
Nettye Jones
Bud Wahab
Charlotte Barnes
Mary Ann Weathers
Betty Moore
Dr. Joe Milner

Walter Davis, parent representative will serve as a resource person to all four committees.

Sub-Committees Working Plan

Purpose: To refine the issues for study for the Curriculum Improvement Project, K-12 in four areas: Curriculum, Methodology/Resources, Evaluation/Testing, and Teacher Training/Staffing.

Objectives:

- Identify all major issues
- State the rationale for each issue
- Assess the issues in relation to the present curriculum and practices
  - ..consider all the questions
  - ..consider alternatives
- Identify key points (data, research, observation) for each issue
- Gather additional data if necessary
- State recommendations for each issue
  - ..consider positive-negative aspects
  - ..consider all variables
- State possible outcomes
  - ..effect on learning
  - ..consider impact on LEAs and the SEA
  - ..consider feasibility

Responsibilities: Chairpersons and Support Team Members will be responsible for:

- Conducting meetings
- Setting meeting dates
- Recording all minutes of each meeting
- Collecting and maintaining all materials needed for study
- Reporting to the Administrative Team: Dr. Bob Hanes, Dr. Charles Rivers, and Margaret Gayle
- Submitting draft report(s) to the Study Committee

Ex-officio members and other division staff members will serve as a support system to all committee members.

*Memos will be sent to all participants on a regular basis concerning progress of sub-group meetings. Please leave summer addresses and telephone numbers with chairpersons.

FORMAT FOR COLLECTING DATA

N. C. Language Arts Curriculum Study (K-12)

Subcommittee: _____

I. Major Area (Issues, curriculum content, etc.)

II. Question(s):

III. Key Point(s):

IV. Possible Recommendation(s):

V. Possible Outcome(s):

LANGUAGE ARTS CURRICULUM PROJECT
SCHEDULE OF ACTIVITIES

November 30, December 1, 1981
- . Organizational Meeting
- . Remarks by Assistant State Superintendent for Instructional Services, George Kahdy and Deputy State Superintendent, Jerry Beaver (Process for the Study and Issues)
- . Historical Perspective
- . Curriculum Trends (National, State, Local)
- . Review of Curricular Areas: K-3, 4-8, 9-12 (Course of Study, Competency Goals/Performance Indicators, Program Description)
- . Four Major Areas of Issues (Organization of Sub-Committees)
  - Curriculum
  - Methodology
  - Resources
  - Staffing

February 5, 1982 "The Task at Hand" - Dr, Melton
- . Quality Assurance/Teacher Certification - Toni Patterson
- . Legislation Pertinent to Curriculum
- . Collecting the Data (Format)
- . Issues Refined by Grade Level Groups: K-3, 4-8, 9-12
- . Papers and Oral Presentations Reviewed by Committee from Educators and College Resource Persons Concerning Child Development and its Implications for Curriculum Development

May 6-7, 1982
- . Open meeting to invited professional organizations and related groups to bring additional issues or concerns
- . Reports from the sub-groups: K-3, 4-8, and 9-12 (identification of issues related to grade levels)
- . Discussion of process for gathering information
- . Reorganization of committees on major issues: Curriculum, Evaluation and Testing, Methodology and Resources, and Staffing and Training.

July, August, September, 1982
- . Individual Committee meetings
- . Gathering Information for Issues

November 17-18, 1982
- . Comprehensive reports from committees

February 2, 1983

. Reviewed and discussed the first draft of the recommendations
. Discussed possible curriculum changes which are not mentioned in the present recommendations:
  - Realignment of content in grades 7-12
  - Amount of class time spent on literature versus the communication skills, especially composition
  - Transition from reading skills to literature
. Discussed other areas:
  - Certification of drama teachers
  - Certification of English teachers and language arts teachers
. Discussed questions and concerns that were mentioned in the interim report to the Board on the morning of February 3, 1983

January - April, 1983

. Conducted a survey in all the LEAs
. Wrote and edited the final draft of recommendations from the committee

May, 1983

. Reviewed and revised the final draft of recommendations from the committee
. Discussed questions related to the following:
  - Have we sufficiently addressed all the content areas?
  - Have we made concrete recommendations concerning amount of time allocated to skills vs. literature and composition?
  - Do we need to list some recommended courses (content) annotated for K-3, 4-8, and 9-12?
  - Are there other concerns?
  - How does the report released by the National Commission on Excellence in Education impact on our study?
  - Do we need more time to collect data?
  - Do we need to say something about time since the State Board has decided to do a study at their meeting on Wednesday?

June 1983 - May 1984

. Edited all narrative reports for the study report
. Summarized all data
. Wrote and edited final report
. Published report to be presented to the State Board for acceptance in April
. Disseminated curriculum report

SUMMARY OF THE MAJOR ISSUES STUDIED BY THE COMMITTEE

The major issues addressed by the Committee were concentrated in four major areas: 1) Curriculum, 2) Methodology/Resources, 3) Evaluation/Testing, and 4) Staffing/Training.

The communication skills program established by the State Board of Education in October 1980 has provided the focus for determining the major issues in the curriculum area. Many of the concerns in curriculum relate to teaching the communication skills as content rather than treating them as processes or tools for learning all knowledge.

Issues identified in this area include:

- the importance of all the communication processes to all learning -- is communication
- the fragmenting of the communication skills
- the emphasis on reading skills rather than on reading across the curriculum, using a variety of materials
- the neglect of speaking and listening in the curriculum, despite the strong sections in the North Carolina Competency Goals and Performance Indicators
- the goals needed for an effective viewing curriculum
- the competencies needed for communicating in the age of technology
- the importance of an experiental curriculum in the early childhood grades
- the realignment of content in all skill areas, literature, and grammar for grades 7-12 (What is a good program for grades 7-12?)

The second area of study, Methodology and Resources, includes issues related to present practices, new research studies, and available resources. Issues include:

- testing's impact on the curriculum and on methodology
- textbooks and alternatives to textbooks: longer adoptions of certain texts, merger of texts for more effective teaching and cost savings, and other materials to meet the new learning styles of today's students
- best methods for teaching all the communication skills and for integrating the skills
- allocation of time to skills areas and literature at all grade levels
- articulation to parents and the public of methods used and resources needed

The third area of study has involved issues in evaluation and testing that have an impact on curriculum, methodology, and teacher training. Issues identified in Evaluation/Testing include:

- formal and informal assessment
- retention/non-retention rates
- test utilization
- test taking skills
- annual/competency testing objectives
- SAT and other

The fourth area of study includes issues related to Staffing and Training. Issues include:

- teacher competencies in relationship to the new communication skills curriculum in the Quality Assurance Program
- the importance of the teacher aide program
- the feasibility of reducing class size
- staff development guidelines, practices, and funding
- the importance of training in the communication processes, especially writing, for all educators
- support programs--federal and state

The Committee will assess carefully all the questions and concerns that have been formulated during this study before the final recommendations are made to the State Board of Education.

LANGUAGE ARTS CURRICULUM STUDY

QUESTIONS FOR CONSIDERATION

I. CURRICULUM

What should be the state's role in curriculum development?

What should be the design of a mastery curriculum for all students?

How do we determine what the affective goals are in the English/Language Arts curriculum? How do we best deal with them?

What are the implications of technological changes in our society for the English/Language Arts curriculum? Who should teach computer literacy and when should that instruction begin?

How practical is today's curriculum? How do we implement a curriculum that meets the needs of individual students of today? What should be the format of curriculum? Should there be a hierarchy of skills? If so, who decides?

Does the core curriculum focus on essential life skills through:

- problem solving
- thinking skills
- development of responsibility
- teaching for independence?

Are the communication skills used to achieve these essential life skills?

How do we integrate the skills of communication as one broad curriculum and with other content areas?

What should the requirements be for graduation?

- What is the feasibility of returning to "traditional" scheduling for English, grades 9-12?
- What is the feasibility of a focus on the five skill areas in year long courses at the secondary level?

What are the processes of the five skill areas and how are they best developed in students K-12?

How does language develop in students K-12?

Kindergarten: Study all the issues as outlined in the Kindergarten for the 80's paper

Viewing: How to best deal with viewing as a component of the English/Language Arts curriculum

Study local curriculum designs compatibility to the human growth and development processes.

What does it mean to be literate in terms of today's standards? Should the public schools assume full responsibility to make every student literate by the standards?

II. METHODOLOGY

What methodology has proven to be the most effective in the early years, in the middle years, later years?

What practices develop thinking skills in students? What practices squelch thinking skills in students?

What does the research say about achievement levels derived from lecture methods compared with achievement levels derived from other methods that include using all the senses?

What does the research say about:

- individualized instruction
- modified curriculum techniques
- diagnostic-prescriptive approaches
- mastery learning
- management by objectives
- isolated skill teaching?

Are teachers utilizing methods and materials that:

- are appropriate for the developmental stages of the students they teach
- integrate the teaching of the communication skills
- are student-centered, focusing on their experiences and interests
- require active participation of the learner
- require students to apply, synthesize, and evaluate
- require students to become independent learners?

Without requiring radical changes in the way teachers teach, what methods and organizational styles need to be considered?

Study the current methods for teaching:

- spelling
- reading
- writing
- grammar
- oral communication

III. EVALUATION/TESTING

The North Carolina Annual Testing Program does measure some of what is being taught. Are we teaching what is appropriate for children based on their developmental level at a particular time?

Does the High School Competency Test include the minimal skills?

Is testing in North Carolina determining the curriculum?

Is managing and measuring overshadowing the process of learning?

Do standardized reading tests actually test a child's ability to read?

What are we testing and why? Do test results determine teachers' teaching abilities? How? How can English/Language Arts Programs be held accountable?

Are testing programs aiding students in mastering the communication skills or aiding them in developing test taking skills?

How important are informal evaluation methods in facilitating the teaching of the communication skills?

What should be the role of the annual/competency testing programs and other types of testing programs in the child-centered, integrated curriculum?

What should be included in preparing high school students for taking the PSAT and the SAT?

How do we explain to the general public the values inherent in teaching and learning which go beyond minimal standards and testable skills?

IV. TEXTBOOKS/INSTRUCTIONAL MATERIALS/RESOURCES

What are the most effective uses of basal readers and other state adopted texts on a truly child-centered curriculum?

Does the current method of adopting state textbooks support the isolation of the teaching of Language Arts/English?

How effective are spelling textbooks in acquiring actual writing vocabulary?

What are all of the available resources for teaching a child-centered, integrated curriculum?

How can we plan for a better utilization of funds for materials, books, and equipment in an age of rising costs? Do we need to extend the years for adopting textbooks in literature, reading, and grammar?

V. STAFFING/TRAINING

A. Personnel

Should teachers teach primary (K-3), intermediate (4-8), and secondary (9-12), if they are not certified in these areas?

In addition to QAP, what can universities do to improve the quality of teachers and instructional leaders in North Carolina?

- Child/Adolescent growth and development
- Theories of learning and implications for instruction in a practical setting (trying it out on students)
- Observing and interacting with students
- Internships

What are the present identified competencies for personnel in our area?

- Language Arts
- English
- Reading

Should there be changes in these competencies?

What is the principal's role in the Language Arts program? Principal's qualifications as instructional leader? How do you get the principal involved and/or free from other duties to be the instructional leader? What is the supervisor's role in the Language Arts program?

What has the addition of a classroom aide had on the teaching and learning of the Communication Skills in the K-3 grades? Would half-time teachers be a better use of funds?

B. Staff Development

To what extent has in-service training altered the teaching of communication skills in North Carolina?

Have funds for the Professional Improvement of Teachers made a difference in improving classroom management and methods?

What are the present critical areas for improving instruction in K-12 programs?

What kind of in-service do teachers need at different stages of their development?

VI. OTHER QUESTIONS RELATED TO THE STATUS OF COMMUNICATION SKILLS IN N.C.

What is the extent of adult illiteracy in North Carolina?

How much reading is actually taking place in North Carolina? By children, young people, and young and older adults?

What types of reading are most predominant in the various age groups?

How much time do children in North Carolina, K-8 spend each week on the following forms of writing?

- Experiential recording
- Creative writing
- Informational writing
- Pattern writing

What are the attitudes of teachers and principals concerning children talking in class?

What effect does the class size have on the acquisition of communication skills?

What effect does the size of the school have on the acquisition of communication skills?

What is the influence of television viewing on the communication skills, especially reading?

Knowing what we do about the intermediate child, can we afford to continue to support curriculum, staffing and scheduling that we know is not in the best interest of that age child?

How do the present promotion practices influence the teaching of communication skills?

If new money was available, where should it be applied in regard to Language Arts/English? What should be the design of new programs?

Is it wise and feasible to shift some primary reading staff development funds to three additional grade levels, K-6? Should there be more than a maintenance program of staff development since it is fully implemented?

Can the school day be extended an additional hour with benefit to the learner or detriment to the learner?

Is there a different function that the consultant/coordinator should play in aiding instruction in North Carolina schools?

What can the SDPI/SDE do differently that would enhance the development of the skills of communication?

RESEARCH REPORTS AND FORMAL PRESENTATIONS
SUBMITTED TO THE STUDY COMMITTEE

May 6-7, 1982

Dr. Genie Ball
Charlotte/Mecklenburg Schools
P. O. Box 30035, Education Center
Charlotte, North Carolina 28203

Jan Carpenter, President
Professional Educators of North Carolina
P. O. Box 221374
Charlotte, North Carolina 28222

Dr. Hathia Hayes, Professor
School of Education
University of North Carolina at Wilmington
Wilmington, North Carolina 28401

Dr. Vernon Clark
Governor's School of North Carolina
1222 Lakeland Street
Durham, North Carolina 27701

Eileen Miller, Director of Instruction
N. C. Association for Supervision & Curriculum Development
Chapel Hill City Schools
Merritt Mill Road
Chapel Hill, North Carolina 27514

Frances Shaw/Patsy Hedrick
Association for Childhood Education
Route 2, Box 317
Greensboro, North Carolina 27405

Mrs. Trish Ball
N. C. Association for the Gifted and Talented
Cole Building
Raleigh, North Carolina

Linda Lee, Teacher
Burlington City Schools
P. O. Box 938
Burlington, North Carolina 27215

Judy Wish, Professor
Childhood Education
Pembroke State University
Pembroke, North Carolina 28372

Dr. Verna Bergemann, Professor
University of North Carolina at Asheville
Asheville, North Carolina 28814

SUMMARY OF QUESTIONS FOR CONSIDERATION

1. What content should be specified for English I, II, III, and IV?

Grammar/Composition
Study Skills
Vocabulary/Spelling
Speaking & Listening
Creative & Critical Reading/Writing
Research Skills
Integrating the Skills
Literature - as usual
Viewing

2. What content should be specified for grades seven and eight?

All elements should be interrelated--blocks of time
All communication skills
Study skills
Strong background in grammar
Reading skills and comprehension
Mechanics
Strong emphasis in skill development
English grammar and composition
Literature and writing should be selected by age appropriateness

3. How much time should be allocated, within a school year, or within the grades 7-12 to:

. Listening	10%	15%	5%	
. Viewing	10%	15%	5%	
. Speaking	10%			
. Reading	20%	30%	35%	25%
. Writing	30%	20%	40%	50%
. Literature	20%	25%		
. Other (Electives)				

4. Should Elective Programs be more flexible to include:

. Technical Communications (Writing)	Yes
. Computer Languages	Yes
. Advanced Placement	Yes
. Debate/Speech	Yes
. Literature (e.g. World, Sports, Black, and other)	Yes
. Other (specify)	Computer Languages in all disciplines Top priority to Technical Writing, Computer Languages and Debate and Speech
. Drama	Yes

5. Should a Humanities approach be made available to all students, not just the gifted and talented?

Yes, from all but one!
Option, or addition--not a substitute

6. World history is recommended now for the tenth grade--what about a world literature and communication skills program to correlate with history?

Yes, if integrated
"Literature would override the history"
Too difficult
"Volume of work depressing- but need world cultures"
The combination sounds logical; however, are correlated tests available?
A limit to what can be done in a high school class.
Would be beneficial for study later in the eleventh and twelfth grades.
Excellent!
I agree--could be most helpful!
Excellent--correlation is not a strong point in our state system or in individual systems (lack of qualified supervisors).

7. What should be recommended as a modified curriculum for slow learners? Or as a modified curriculum for others?

Practical grammatical and mechanical skills
Communication skills and thinking (no substitutes)
Media skills
"Our program is the competency test"

8. What should a basic communication skills program address?

Oral communication
Letter and report writing
Everyday communication skills
Drama
Oral and written communication skills
Logical thinking skills

9. Should certification be recommended for drama teachers to comply with the drama curriculum now identified in Arts Education?

Yes

10. What are the major strengths and weaknesses of the curriculum in grades K-6?

Weaknesses
. Weaknesses in implementation of curriculum
. Strategies needed to integrate the communication processes
. Listening and viewing
. Writing
. Lack of oral communication!
. Gifted and Talented have quantity--not quality!
. Handwriting
. Critical thinking
. More emphasis on writing skills
. Too much in skills--not enough in doing

BIBLIOGRAPHY

The Report of The National Commission on Excellence in Education to U. S. Secretary of Education T. H. Bell, A Nation At Risk. April, 1983.

Boyer, Ernest. The High School Report: A Report on Secondary Education in America, The Carnegie Foundation for the Advancement of Teaching. Harper and Row Publishers, New York, 1983. 363 pp.

Judy, Stephen and Susan. The English Teacher's Handbook. Little, Brown and Company, Boston, 1983. 384 pp.

N.C.T.E., "Essentials of English," A Document for Reflection and Dialogue. 1979.

Ohio Department of Education. "Elementary Language Arts: Strategies for Teaching and Learning." 1982. 52 pp.

N. C. Department of Public Instruction. Competency Goals and Performance Indicators, K-12. 1978.

N. C. Department of Public Instruction. Course of Study, K-12. 1975.

N. C. Department of Public Instruction. Kindergarten in the 80's. Issues and Responses. 1982.

N. C. Department of Public Instruction. Kindergarten in the 80's. Teacher's Handbook. 1983

N. C. Department of Public Instruction. Program Description, "Communication Skills." 1980.